

Supporting children by questioning across the curriculum



What is it?

Questioning in lessons is found everywhere and occurs in many forms. It takes place in every part of the teaching and learning cycle. Questioning works to enhance the principles of explanations and modelling - e.g 'How much have you learnt?' 'How do you know that?' enables teachers to assess learning.

Why is it important?

Questioning allows teachers to deepen and develop understanding. Teachers embed a culture where simple or incomplete answers are not accepted – teachers dig deeper to elaborate on answers to form well-structured answers. We want children to think deeply and we allow them time to think.

The more that teachers embed a culture of good questioning, the more children develop high levels of rigour and ensure children are competent at answering questions orally or by writing them down.

COLD CALL



Sessions where there are no hands up. Children are given time to think and children are chosen at random or teachers target individual pupils.

ENCOURAGE PARTICIPATION



Children do not have to answer. Other children can answer to support. Return to the original child to answer another question to encourage and build self-confidence.

CHECK FOR UNDERSTANDING



Cold call with a question. Keep questioning until there is a developed answer. Checking for deeper understanding.

PROBING QUESTIONS



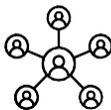
Ask a child a question. Follow up with probing questions. Ask another child to continue.

WORKSHOP



- Acknowledge first response.
- Give supportive, formative feedback.
- Invite child to give improved answer.

WHOLE CLASS RESPONSE



Ask a question and give a time frame. Build in thinking time. 1-2-3- show me!